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Extra-Curricular Duties

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tation," appeared only once in the entire series of textbooks that were examined. Either there is no consensus among authors as to what illustrations should be included in junior high-school textbooks in community civics, or there is a conscious desire to present a diversity of illustrative materials.

SUMMARY

The amount of space allotted to illustrative materials in the ten junior high-school textbooks examined in this study in proportion to the total content ranges from 6 to 24 percent. The arithmetical mean for the ten textbooks examined is 16 percent.

In general, if we use as the criterion the number of illustrations used, there is a tendency for the similar subtopics under the corresponding major divisions to receive the greatest stress.

This is true for all the civics textbooks examined, except Books V and X.

Considering the total number of different illustrations, distributed according to the major divisions, and the percentages of content-material allotted to illustrations in proportion to the total amount of space given to each major division, we find that "Social problems" and "Economic problems" receive the greatest emphasis. There seems to be a slump in the amount of space given to illustrative materials with preference to "Political problems" in comparison with the other divisions.

The conclusions presented in this investigation are based entirely on quantitative results. It no doubt would be an enlightening study if there were objective evidence as to the comparative educative value of the various types of illustrations that are used.

Extra-Curricular Duties

EARL W. ANDERSON¹

EXTRA-CURRICULAR duties often require a considerable part of the teacher's time, energy, and initiative. In fact, the beginning teacher frequently finds himself with a daily program which allows virtually no time for lesson preparation. During the entire time school is in session he is teaching subjects, often not too well known, or supervising study; after-school hours are occupied with his extra-curricular duties; in the evening attendance at or participation in community affairs is urged and often expected. Time al-

lowed for plans for recitations and for supervision of extra-curricular students' activities is necessarily reduced far below that required for efficient service; and in many cases the teachers are not prepared for these extra-curricular duties either by collegiate experience or training. To find what requirements in extra-curricular duties are made of beginning teachers, this study was undertaken.

In February, 1929, graduates of Ohio State University who were engaged in their first year of teaching were asked to list the extra-curricular duties under their charge and to state

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the time given to these activities. Of the 110 who answered this questionnaire, 93 were teaching in high school and 17 in elementary schools. Seventy of the 93 high-school teachers and 7 elementary teachers reported extra-curricular activities under their supervision.

The number of extra-curricular duties engaged in by each of these beginning teachers was:

Duties per Teacher	Percent of Teachers
0	30
1	33
2	22
3	15
4	1

Twenty-one of these activities were supervised during school time, 44 after school between three and six o'clock, 5 at the noon hour, and 26 in the evening. A number of teachers coached basket-ball practice between the hours of seven and nine in the evening. In three instances a man coached both the girls' and boys' athletics; this usually took the afternoon hours from four to nine o'clock.

The time per week required for extra-curricular activities of the 61 teachers who answered this section of the questionnaire was:

Time per Week	Percent of Teachers
Less than one hour	11
One—two hours	23
Three—four hours	18
Five—six hours	16
Seven—eight hours	7
Nine—ten hours	13
Eleven—twelve hours	5
Thirteen—fifteen hours	5
Twenty hours	2

Approximately half of those who listed the time gave five or more hours per week to these extra-curricular activities. Eleven of the 61 spent ten

hours or more per week, or an average of two hours or more per day, in supervising extra-curricular activities. One person who coached athletics stated that he spent twenty hours per week or an average of four hours per day at such duties, which is a considerable amount of time when required in addition to the regular hours of teaching.

Types of extra-curricular activities sponsored by seventy-five beginning high-school teachers in 1928-29 classified in groups of similar activities were:

Subject Clubs:	Number of Cities
Home economics	9
Novelty (sewing)	1
Science	1
Biology	1
History	1
Spanish	1
Latin	1
English	1
Civic culture	1
Art	1
Gymnasium	1
Total	19

Athletics:	
Girls' basket ball (women)	13
Girls' basket ball (men)	3
Girls' athletics	1
Athletics board (girls)	1
Boys' basket ball	14
Boys' football	4
Boys' baseball	1
Track	1
Intramural	2
Total	40

Music:	
Operetta	2
Director	1
Orchestra	1
Band assistant	1
Operetta assistant	1
Cantata	1
Dancing	1
Boys' glee club	1
Girls' glee club	1
Total	10

	Number of Cities
Interest Clubs:	
Scribblers	1
Boosters	1
Aviation	1
Literary	1
Letter	1
Total	5
Plays and Public Speaking:	
Debate	4
Dramatics	8
Oratorical contests	2
Oratory club	1
Total	15
Girls' Clubs:	
Girl Reserves	7
Friendship	2
Hiking	1
Hi-W	1
Leaders	1
Y.W.C.A.	1
Total	13
Boys' Clubs:	
Hi-Y	4
Boy Scouts	3
Total	7
School Executives Committee	1
Class Sponsor	17
Class Chaperon	1
Team Chaperon (girls)	2
Home Room	1
Take Tickets at Athletic Contests	1
Costumes for Operetta	1
Total	24

The fifty-three types of activities of which these graduates have charge cover a wide range of abilities and experiences. The classes of activities just shown indicate that there are at least fourteen different sorts of extra-curricular duties which may be added to the instructional work of the teacher. The comments of several of these graduates indicate that they need some training in college for handling the problems in-

volved in extra-curricular activities. It is interesting to note that two women teachers chaperon the girls at basketball practice and at basket-ball games; these are cases in which a man coaches the teams.

A check of the teachers who have periods during the school day free from the duties of the classroom or study-hall shows that of 110 only 25 had free periods. Six of these 25 had no extra-curricular duties, and 8 had only one. Seventeen of the 25 who had free periods during the day spent less than two hours a week in extra-curricular duties, while 13 of the group spent less than one hour per week at such work. Two of these teachers spent ten hour at extra-curricular duties and three spent seven hours.

The 110 beginning teachers, graduates of the Ohio State University, reported in 1928-29, supervision of a total of 133 student groups engaged in extra-curricular activities. Seventy percent of these graduates were in charge of one or more such groups, including 16 percent who cared for three or more. Almost one-fourth of the activity groups met at night, while three-fifths met after school. Thirty-five percent of last year's graduates spent five hours or more per week directing extra-curricular activities.

There is no evidence of reduction of teaching load as extra-curricular duties are assigned. The chances are more than four to one that beginning high-school teachers will be responsible for extra-curricular duties requiring considerable time and planning. Definite preparation for supervision of these functions should be a required part of teacher-training courses.